

REQUIREMENTS AND PSYCHOLOGICAL FEATURES OF THE ORGANIZATION OF INDEPENDENT WORK OF STUDENTS IN ENGLISH LESSONS IN PRIMARY SCHOOL

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Abstract: In the classroom, psychological comfort is created with the help of several primary conditions: respectful communication, observance of school rules by the teacher and students, a fair attitude of the teacher to the results of students' work, teacher assistance in educational activities, provides the teacher with minimal student success, the level of assimilation of the material, practical orientation in creative activities.

Keywords: Requirement, psychological feature, independent work, assimilation of the material, Working methods, exercises.

Teachers and psychologists offer different ways to intensify the learning process. An outstanding psychologist involved in the psychological processes of teaching a foreign language. Anufriev E.A. combines all the paths in two main areas of study:

- improvement of teaching methods;
- improving the mental abilities of the student, the use of which will increase the effectiveness of training finding in him such qualities. [1.128]

Improving a student's skills primary opens up untapped opportunities in him. These include psychological methods that allow you to increase the volume, distribution, intensity, stability of attention, improve memory, develop volitional, emotional qualities of a person.

Managing independent work of students today is still associated with a number of difficulties. Pupils still do not have enough methods for directing independent work, i.e. Working methods for reading, writing, listening. The task of the teacher is to give the right direction to students' independent work, i.e. a direction based on knowledge of the physiological and characteristics of the body. Therefore, it is necessary to take into account those features of attention and memory that must be taken into account when organizing independent work on learning a foreign language.

First of all, we must dwell on the decisive role of attention in the organization of the educational process. As studies by many psychologists (B. G. Ananiev, E. I. Stepanova, E. I. Fomenko and others) show, attention, especially with age, increasingly takes on the role of a regulatory function.

One of the main areas of mental activity of students in independent work is attention. This allows you to weigh, compare and carefully study the details of the whole, connect a new impression with an old one, analyze by comparison.

In this regard, the question arises: how can we stimulate the activation of students' attention in their independent work?

First of all, students should be interested in the material they are learning. The teacher must make sure that the material provided for independent work, on the one hand, does not lose its novelty, but, on the other hand, it is accessible for perception and understanding. [2.83]

The most important psychological and physiological process that determines the development and intellectual progress of a person is memory.

The scientists' data provide information that, although the basis of the mechanisms of short-term and long-term memory is the same, there are also discrepancies: when long-term memory develops, certain morphological changes occur in the apparatus of neurons.

The manifestation of these changes is stimulated by repeated exercises. Therefore, a necessary condition for the transition from the short-term level to the level of long-term memory is abundant training and exercises in fixing traces. That is why the main task of a foreign language teacher in guiding the independent work of students is the rational organization of the repetition of the material. Each text, each section should work several times. Only the way of working needs to be changed. For example, when mastering lexical material, the teacher should recommend the following types of work: writing a presentation, essay, abstract, annotation, consolidating vocabulary during oral conversation, etc.

When organizing repetition, it is necessary to know the data on the rate of forgetting.

According to psychologists, the process of forgetting is very intense, especially at the initial stage after mastering the material. For example, the literature provides the following data: half an hour after the presentation, up to 40% of the material is forgotten; the next day - up to 34%; within 30 days - up to 21%.

The task of the teacher is to direct the work of students so that, thanks to timely repetition, they do not allow forgetting during independent work. [3.151]

It is necessary to pay attention to the following: it is impossible to repeat the repetition of the repetition if the material has already been forgotten. It takes almost as much effort to assimilate it, to master completely unfamiliar material. Therefore, an indispensable condition for a good memorization of material intended for active mastery of it is a multiple return to it, following immediately after the initial acquaintance, and then after a certain period of time.

Psychological studies also show that it is recommended to study more difficult material before examining the lung, since an increase in interference occurs due to an increase in the degree of complexity of the subsequent information. [4.192]

Thus, the task of a foreign language teacher is the purposeful and constant education of students in their independent work on the ability to "think" (term P. P. Blonsky). If this ability becomes a habit, it will help streamline the learning process to minimize effort and speed up the learning process. As noted above, memory is a complex psychophysiological process. It seems necessary to mention the types of memory that are involved in learning a foreign language. Psychologists divide memory into: auditory, visual and motor, depending on which particular image of the word is best remembered.

For students who study a foreign language and have a good visual memory, the graphic form of a word is crucial. They see what is written by hand, and when they speak, they seem to read these words. But practical knowledge of the language is more closely related to auditory memory. Therefore, a student who has just developed visual memory slowly learns a foreign language. It is difficult for him to remember the sound, intonation. His pronunciation is therefore bad. But he learns grammar easily because he immediately visualizes the visual endings. It is easier for him to translate into a foreign language than to write an essay.

If the teacher does not help such a student, then the student will lose faith in himself, and the attempt to master a foreign language will be impossible for him. Those students who have developed an auditory memory tend to think in terms of sound images. Visual and motor memory play a supporting role. While reading, such a student hears an inner voice; when writing, he writes under the dictation of the same inner voice. A student endowed with a good auditory memory learns a foreign language more easily than a student with a developed visual memory. He easily remembers words entered orally, but other grammatical forms are more difficult for him. Such a student relies only on his intuition, rather than on exact knowledge. He does not translate sentences into a foreign language well, but it is easy for him to write an essay on the topic, since he simply reproduces what he heard before.[5.138]

A student with a highly developed motor memory is the simplest thinker of images that are studied as a result of motor activity. Sound and visual images are not important to him. Such a student can more easily feel this word when he reproduces it himself. When reading, he perceives syllables and words one after another, clearly feeling the movements created by the active articulation of these words. Motor images, created by writing, reading and pronunciation, are almost the only means by which such a student can use to acquire the full amount of skills needed to master a foreign language. A student who owns this type of memory cannot, as a rule, learn a foreign language. But, as scientists note, this type of memory is rare.

Studies in the field of psychology teaching foreign languages prove that the most favorable for language learning and at the same time the most common is mixed memory, which combines the ability to absorb images obtained through auditory, visual, motor perception . If all types of memory develop equally well, then we have an ideal student for learning a foreign language. He is able to work absolutely independently and achieve good results, as he easily masters all types of speech activity. He reads aloud, studies a foreign language and knows grammar very well. Therefore, it is necessary, by testing, to find out what kind of memory the student has and, based on the results, build training. [6,98]

Taking into account all the above psychological aspects of mobilizing attention and the most rational ways of memorizing the material undoubtedly has a positive effect in organizing independent work of students in a foreign language.

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